DOCUMENT RESUME

ED 040 936 24 SP 003 973

AUTHOR Shearron, Gilbert F.; Johnson, Charles E.
TITLE Specification Worksheets for Language Arts Behaviors.
INSTITUTION Georgia Univ., Athens. Coll. of Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Bureau of Research.
REPORT NO GEM-Bull-69-19
BUREAU NO BR-8-9024
PUB DATE 69
CONTRACT OEC-0-8-089024-311(010)
NOTE 75p.; Phase 1, Elementary Teacher Education Model

EDRS PRICE EDRS Price MF-$0.50 HC-$3.85
DESCRIPTORS Educational Objectives, Elementary School Curriculum, *Elementary School Teachers, *Language Arts, *Performance Criteria, Student Behavior, Teacher Behavior, *Teacher Education Curriculum
IDENTIFIERS Comprehensive Elementary Teacher Education Models

ABSTRACT

This bulletin is one of four containing reprints of working papers used in developing the teacher performance specifications for the Georgia educational model for the preparation of elementary school teachers (ED 025 491). "Teacher performance specifications" are defined as descriptions of behaviors regarded by the Georgia study as essential characteristics (skills, attitudes, knowledge, etc.) for teachers if they are to adequately fulfill their professional obligation. An introductory section describes procedures which were used to obtain the specifications from three sources: desired pupil behaviors, established educational principles, and observation of teachers on-the-job. The worksheets for language arts behaviors include 12 basic objectives for the elementary school language listening program, 11 for the oral language program (speech), 11 for the reading program, and ten for the composition program. Listed under each of the 44 objectives are several pupil learning behaviors, teaching behaviors, and the suggested specifications for a teacher education program. (JS)

ED040936

GEORGIA EDUCATIONAL MODELS
The University of Georgia
College of Education
Athens, Georgia 30601

SPECIFICATION WORKSHEETS FOR LANGUAGE ARTS BEHAVIORS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

GEM Bulletin 69-19

Gilbert F. Shearron, Ed.D.
Charles E. Johnson, Ed.D.
Compilers

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY Charles E. Johnson TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

1969

Note: This bulletin reports one of a series of investigations designed to develop, evaluate and implement a model teacher education program for the preparation of elementary teachers. This report was prepared pursuant to a contract with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy. This bulletin may not be reproduced without permission.

SP003973

Preface

This is one of a series of four related bulletins each of which contains reprints of working papers used in developing the teacher performance specifications for the Georgia educational model for the preparation of elementary school teachers (Johnson, Shearron, & Stauffer, Oct., 1968).

The original working papers (see list of references) are now out of print, and because of continuing interest of educators in the content of these papers this series of bulletins was prepared. The four bulletins were compiled by Drs. Gilbert F. Shearron and Charles E. Johnson and are entitled:

GEM Bulletin 69-19. Specification Worksheets for Language Arts Behaviors.

GEM Bulletin 69-20. Specification Worksheets for Behaviors in the Arts and Sciences.

GEM Bulletin 69-21. Specification Worksheets for Behaviors Drawn from Educational Principles.

GEM Bulletin 69-22. Specification Worksheets for Cognitive Processes and Affective Behaviors.

Teacher Performance Specifications

Teacher performance specifications are descriptions of behaviors regarded by the Georgia study as essential characteristics (skills, attitudes, knowledges, etc.) for teachers if they are to adequately fulfill their professional obligations. Part III of the report which presents the Georgia educational model (Johnson et al., Oct. 1968) contains classified lists of hundreds of these performance specifications which the authors regard as the core of the model. These specifications were drawn primarily from three basic sources: (a) desirable pupil behaviors, (b) established educational principles, and (c) observations of teachers on-the-job. The procedures used to obtain these specifications from the basic sources are described in detail in the aforementioned report (Johnson et al., Oct. 1968). The following discussion provides only a brief summary of these procedures, and the remainder of the bulletin presents the actual worksheets or working papers which were used.

Specifications Based on Desired Pupil Behaviors

The procedure for determining teacher performance specifications based on desired pupil behaviors began with a concensus of specialists regarding the goals of the elementary

school. Using these goals, elementary school objectives were determined in specific areas of learning. Next, educators examined these objectives and prepared descriptions of kinds of pupil learning behaviors that would guide the pupils in the direction of attaining the objectives. The pupil learning behaviors were then carefully examined by teams of professionals in order to determine the kinds of teacher teaching behaviors which would be necessary to effect the desired pupil behaviors. It was on the basis of these teaching behaviors that certain of the teacher performance specifications for the Georgia model were identified and classified.

Specifications Based on Educational Principles

The procedure for determining teacher performance specifications based on established educational principles began with a review of professional literature and consultation with specialists with a view toward establishing lists of what could be regarded as sound education principles. These were classified under three headings: instruction, learning, and organization. For each principle a teaching objective was created. For these teaching objectives lists of teacher teaching behaviors were developed. These in turn led to the

designing of additional teacher performance specifications for the model program.

Observations of the Teacher On-the-job

The two processes of obtaining teacher performance specifications summarized above were supplemented with specifications drawn from studies of teacher teaching behaviors on-the-job. The findings of these studies are summarized in Appendix A of the document containing the specifications (Johnson, et al., Oct. 1968), and are not summarized in any bulletins.

SPECIFICATION WORKSHEETS FOR

LISTENING BEHAVIORS

Objectives for the Elementary School

Language Listening Program

1. To understand the listener's role in the communication process.

2. To understand and use basic listening aspects such as hearing, auding, comprehending, and determining a speaker's purpose.

3. To distinguish different purposes for listening (following directions, getting a general idea, drawing conclusions, increasing enjoyment) and adapt his listening skills in terms of these purposes.

4. To distinguish between relevant and irrelevant details and between statements of fact and statements of opinion or fantasy.

5. To organize and synthesize information received from an oral presentation.

6. To understand the nature of the language.

7. To evaluate personal listening habits and identify aspects where further practice or training is needed.

8. To recognize and identify some forms of propaganda, bias, and emotionalism in receiving information from various audio sources.

9. To evaluate statements received from various audio sources and make inferences or raise questions consistent with the informational content supplied by these sources.

10. To solve listening problems.

11. To practice courtesy and attentiveness in listening.

12. To appreciate various audio forms of artistic expression (e.g., music, plays, poems, and choral readings).

Objective #1

To understand the listener's role in the communication process.

Pupil learning behaviors

1. The pupil differentiates basic communication process elements (sender, message, and receiver).

2. The pupil recognizes that the listener receives and reacts to the messages which are presented by the speaker.

3. The pupil discovers that the communication process requires attention and participation by both speaker and listener.

4. The pupil realizes that listener responses are a form of feedback which indicate listening effectiveness.

Teaching behaviors

1. The teacher presents preparatory information relating to communication process elements.

2. The teacher sets up group situations and activities and guides pupils as they perform different roles.

3. The teacher supplies examples both from daily life and from unique situations where communication takes different forms, and hence the listener's role changes.

4. The teacher observes and assesses pupil performance in various listening situations.

5. The teacher summarizes with pupils' aid the elements learned, and introduces more complex communication situations for further application of these elements.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. A knowledge of communication elements and an ability to set expectations and introduce preparatory information.

2. A knowledge of effective listening habits and an ability to demonstrate these habits in the classroom.

3. A knowledge of relevant activities and tasks and an ability to organize these to form productive learning situations.

4. A knowledge of observational and assessment procedures and an ability to apply these procedures to evaluate pupil performance.

5. A knowledge of more complex communication situations and an ability to help pupils to apply new understandings to these situations.

Objective #2

To understand and use basic listening aspects such as hearing, auding, comprehending, and determining a speaker's purpose.

Pupil learning behaviors

1. The pupil explains listening aspects such as hearing, auding, comprehending, etc.

2. The pupil distinguishes various levels of listening and speaker purposes.

3. The pupil discovers that speakers have different purposes and identifies some of the different purposes.

4. The pupil varies levels of listening in terms of different speaker purposes.

Teaching behaviors

1. The teacher presents preparatory information relating to various levels of listening.

2. The teacher sets up activities and tasks and guides students to vary their listening levels as speaker purposes differ.

3. The teacher observes and assesses pupils' performance as listeners.

4. The teacher reviews with pupils' aid new skills and introduces new situations for further application.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. A knowledge of the different levels of listening and an ability to set expectations and communicate preparatory information.

2. A knowledge of relevant learning tasks and resources and an ability to organize these to form productive learning situations.

3. A knowledge of observational and assessment procedures and an ability to apply these procedures to evaluate pupil performance.

4. A knowledge of more complex situations and an ability to aid pupils to apply the different levels of listening in these new situations.

Objective #3

To distinguish different purposes for listening (following directions, getting a general idea, drawing conclusions, increasing enjoyment) and adapt his listening skills in terms of these purposes.

Pupil learning behaviors

1. The pupil identifies different purposes for listening.

2. The pupil varies listening skills and techniques according to the different purposes.

3. The pupil makes the proper response in relation to each different purpose.

Teaching behaviors

1. The teacher presents information related to different listening purposes.

2. The teacher sets up activities and situations to aid pupils to listen for various purposes.

3. The teacher observes and assesses pupils' responses to determine their progress in listening for different purposes.

4. The teacher summarizes with pupils' aid the major points and introduces new situations for further application.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. A knowledge of different listening purposes and an ability to set expectations and communicate preparatory information.

2. A knowledge of relevant training tasks and resources and an ability to organize them into productive learning situations.

3. A knowledge of observational and assessment procedures and an ability to evaluate pupil performance.

4. A knowledge of more complex situations and an ability to aid pupils to apply learned skills to these situations.

Objective #4

To distinguish between relevant and irrelevant details and between statements of fact and statements of opinion or fantasy.

Pupil learning behaviors

1. The pupil explains terms such as fact, opinion, fantasy, etc.

2. The pupil identifies relevant and irrelevant information in terms of a central topic, idea, or theme.

3. The pupil pulls out relevant details and organizes them to form a supporting framework of development.

4. The pupil discovers that critical listening involves making distinctions of this type.

Teaching behaviors

1. The teacher presents information relating to statements of fact and statements of opinion.

2. The teacher sets up related activities and situations to assist pupils to listen critically.

3. The teacher observes and assesses pupils' responses.

4. The teacher summarizes with pupils' aid the main points and introduces new situations for extended application.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. A knowledge of critical listening skills and an ability to set expectations and communicate preparatory information.

2. A knowledge of relevent tasks and resources and an ability to organize these into productive learning situations.

3. A knowledge of observational and assessment procedures and an ability to use them to assess pupil performance.

4. A knowledge of more complex situations and an ability to aid pupils to apply learned skills to these situations.

Objective #5

To organize and synthesize information received from an oral presentation.

Pupil learning behaviors

1. The pupil distinguishes information related to a central topic or theme.

2. The pupil identifies introductory, body, and summary information.

3. The pupil discovers that oral presentations follow a basic pattern

4. The pupil abstracts basic points from a presentation and forms a descriptive analysis.

Teaching behaviors

1. The teacher presents information related to thematic or topical organization.

2. The teacher sets up activities and situations and guides pupils to make a descriptive analysis of oral presentations.

3. The teacher observes and assesses pupils' repsonses to determine their progress in formulating a descriptive analysis of oral presentations.

4. The teacher summarizes with pupils' aid the major points and introduces new situations for further application.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. A knowledge of descriptive analysis and an ability to set expectations and communicate preparatory information.

2. A knowledge of relevant training tasks and resources and an ability to organize them into productive learning situations.

3. A knowledge of observational and assessment techniques and an ability to apply them to evaluate pupil performance.

4. A knowledge of more complex situations and an ability to aid pupils to apply learned skills to these situations.

Objective #6

To understand the nature of the language.

Pupil learning behaviors

1. The pupil recognizes that language is a form of social behavior whose primary function is communication.

2. The pupil realizes that communication is a process (sender-message-receiver)which occurs in a variety of forms.

3. The pupil recognizes that language is developmental and that language changes as individuals use words and word patterns in different contexts to convey personal meanings.

Teaching behaviors

1. The teacher presents information relating to language as a social instrument.

2. The teacher sets up related activities and tasks to assist pupils to gain an increasing understanding of language development principles.

3. The teacher provides relevant resources and experiences as the need arises for introducing them.

4. The teacher observes pupils' performance and assesses their progress in relation to acquiring the expected understandings.

5. The teacher summarizes with pupils' aid the major principles and introduces new situations for extended application.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. A knowledge of language development principles and an ability to set expectations and communicate preparatory information.

2. A knowledge of the structure of language and an ability to present examples which taken together illustrate this structure.

3. A knowledge of relevant training tasks and resources and an ability to combine these tasks and resources to form fruitful learning activities.

4. A knowledge of observational and assessment procedures and an ability to apply these procedures to evaluate pupil performance.

5. A knowledge of more complex instances of these principles, and an ability to aid pupils to apply learned understandings to these instances.

Objective #7

To evaluate personal listening habits and identify aspects where further practice or training is needed.

Pupil learning behaviors

1. The pupil detects instances where he is experiencing continued difficulty.

2. The pupil diagnoses his listening behavior and determines the major weakness.

3. The pupil identifies a practice which might aid him to overcome a weakness.

4. The pupil discovers that some other form of training is needed to overcome a weakness.

Teaching behaviors

1. The teacher presents introductory information related to self-evaluation.

2. The teacher sets up conditions, activities, and situations to give the pupil adequate practice.

3. The teacher observes and assesses pupils' responses.

4. The teacher provides new situations for extended application.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. A knowledge of self-evaluation criteria and an ability to set expectations and introduce preparatory information.

2. A knowledge of relevant tasks and resources and an ability to organize them into productive learning situations.

3. A knowledge of observational and assessment procedures and an ability to apply them to evaluate pupil performance.

4. A knowledge of more complex instances and an ability to aid pupils to apply learned skills to these instances.

Objective #8

To recognize and identify some forms of propaganda, bias, and emotionalism in receiving information from various audio sources.

Pupil learning behaviors

1. **The pupil realizes that oral presentations often reflect a personal bias and that propaganda and emotionalism are means for presenting a bias.**

2. **The pupil distinguishes various forms of propaganda, bias, and emotionalism in oral presentations.**

3. **The pupil discovers that propaganda, bias, and emotionalism are commonly used to appeal for popular interest and support.**

4. The pupil detects instances of bias, propaganda, and emotion.

Teaching behaviors

1. **The teacher presents introductory information relating to bias, propaganda, and emotionalism.**

2. **The teacher sets up activities and tasks and aids pupils to engage in them.**

3. **The teacher observes** pupils' **performance and assesses their responses in relation to recognizing and detecting instances of personal bias.**

4. **The teacher summarizes major points and introduces new situations for extended application.**

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. **A knowledge of bias, propaganda, and emotionalism and an ability to set expectations and introduce preparatory information.**

2. **A knowledge of relevant tasks and resources and an ability to organize them into productive learning situations.**

3. **A knowledge of observational and assessment procedures and an ability to apply them to assess pupil performance.**

4. **A knowledge of more complex instances and an ability to aid pupils to apply learned skills to these instances.**

Objective #9

To evaluate statements received from various audio sources and make inferences or raise questions consistent with the informational content supplied by these sources.

Pupil learning behaviors

1. The pupil detects statements which are unclear, unfounded, or irrelevant and questions their appropriateness.

2. The pupil analyzes statements to determine their significance to the position being presented.

3. The pupil discovers weaknesses (e.g., inconsistencies in presentation or the use of emotionalism) in the development of a point of view.

4. The pupil draws conclusions both about the form of presentation and the point of view expressed.

Teaching behaviors

1. The teacher presents introductory information relating to logical organization and critical analysis.

2. The teacher sets up activities and tasks and aids pupils to investigate them.

3. The teacher observes pupils' performance and assesses their responses.

4. The teacher reviews major skills and introduces new situations for extended application.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. A knowledge of logical organization and critical analysis and an ability to set expectations and communicate preparatory information

2. A knowledge of relevant tasks and resources and an ability to organize them into productive learning situations.

3. A knowledge of observational and assessment procedure and an ability to apply them.

4. A knowledge of more complex instances and an ability to aid pupils to apply learned skills to them.

Objective #10

To solve listening problems.

Pupil learning behaviors

1. The pupil identifies a problem in an orally presented critical incident.

2. The pupil generates some alternatives as a means for attacking the problem.

3. The pupil selects a workable alternative.

4. The pupil determines some of the consequences of this alternative.

Teaching behaviors

1. The teacher communicates preparatory information relating to the solving of listening problems.

2. The teacher sets up resources, conditions, and activities and guides pupils to apply problem solving procedures.

3. The teacher demonstrates the desired behaviors in his classroom operations.

4. The teacher observes and assesses pupil responses and evaluates their progress in relation to solving listening problems.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. A knowledge of problem solving procedures and an ability to set expectations and to communicate preparatory information.

2. A knowledge of relevant resources, conditions, and activities and an ability to organize them into a productive learning situation.

3. A knowledge of observational and assessment procedures and an ability to apply the procedures to evaluate pupil performance.

Objective #11

To practice courtesy and attentiveness in listening.

Pupil learning behaviors

1. The pupil listens to others without interrupting them.

2. The pupil shows tact in responding to others once they have presented their ideas.

3. The pupil permits others to express different ideas without interrupting them.

4. The pupil pays attention to speaker and does not create distractions or encourage others who create distractions.

Teaching behaviors

1. The teacher communicates preparatory information relating to courtesy and attentiveness in listening.

2. The teacher sets up conditions and activities and guides pupils to listen and respond to speakers.

3. The teacher demonstrates the desired behaviors in his classroom conduct.

4. The teacher observes and assesses pupil performance.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. A knowledge of attentive and courteous listening behaviors and an ability to set expectations and introduce preparatory information.

2. A knowledge of relevant conditions and tasks and an ability to organize them into productive learning situations.

3. A knowledge of observational and assessment procedures and an ability to apply the procedures to evaluate pupil performance.

Objective #12

To appreciate various audio forms of artistic expression (e.g., music, plays, poems, and choral readings).

Pupil learning behaviors

1. The pupil listens attentively to music, plays, poems, and choral readings.

2. The pupil participates freely in plays, musicals, and choral readings.

3. The pupil responds enthusiastically to listening to and participating in different types of artistic expression.

4. The pupil volunteers to do extra assignments in this area.

Teaching behaviors

1. The teacher communicates preparatory information relating to different types of artistic expression which are presented orally.

1. The teacher sets up resources, conditions, and activities and guides pupils in listening and responding to different artistic expressions.

4. The teacher demonstrates the desired behaviors in his own classroom conduct.

4. The teacher observes and assesses pupil performance.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. A knowledge of different types of artistic expression (audio) and an ability to set expectations and introduce preparatory information.

2. A knowledge of relevant resources, conditions, and activities and an ability to organize them into productive situations.

3. A knowledge of observational and assessment procedures and an ability to apply the procedures to evaluate pupil performance.

SPECIFICATION WORKSHEETS FOR

SPEAKING BEHAVIORS

Objectives for the Elementary School

Oral Language Program (Speaking)

1. To draw upon himself and his world for the content of his speech.

2. To understand the role of speech and the speaker in the communication process.

3. To use basic speech elements (pronunciation, inflection, enunciation) appropriately.

4. To utilize a wide variety of words, word-patterns, gestures, and non-verbal cues in speaking to achieve effectiveness and to elicit listening comprehension.

5. To identify a central idea or point of view and present information in a logical sequence.

6. To practice politeness and show tact in group situations enabling others to express different ideas.

7. To utilize and expand upon the ideas of others when involved in discussion.

8. To evaluate personal speaking habits to identify aspects where further practice or training are needed.

9. To show poise and confidence in various speaking situations.

10. To adapt speaking style and content to suit both his audience and his purpose for speaking and attend to response feedback in modifying speech behavior and content.

11. To choose appropriate words to convey personal and non-personal feelings.

Objective #1

To draw upon himself and his world for the content of his speech.

Pupil learning behaviors

1. The child engages in a rich variety of experiences (direct, vicarious, and imaginative) and expresses in his writing his response to them.

2. The child includes in his speech factual knowledge about specific elements of his environment and attributes of himself.

3. The child seeks appropriate opportunities to share his experiences in writing.

4. The child recognizes that both communicating and feeling are worthy uses of speech.

Teaching behaviors

1. The teacher plans situations where the child observes his environment, himself, and his relations with others.

2. The teacher provides experiences that educe constructive emotional responses.

3. The teacher guides children (through their experiences) to think reflectively and to communicate their thinking clearly and precisely.

4. The teacher guides children in organizing and expressing their thoughts.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of the value of self-expression.

2. Skill in creating classroom experiences in which children can feel free to express themselves.

3. Skill in helping children to think reflectively.

4. Knowledge of and skill in using a pool of techniques to guide the child in self-expression.

5. Knowledge of and skill in using technological aids available to provide both experiences for the child and assist him in his learning

6. Knowledge of and skill in determining the child's level of mastery

Objective #2

To understand the role of speech and the speaker in the communication process.

Pupil learning behaviors

1. The child recognizes that the purpose of oral language is to get thoughts and feeling across to a listener.

2. The child discovers that if listening and comprehending are to occur, the speaker must be effective.

3. The child recognizes that effective speaking involves language techniques, speech techniques, and social techniques.

Teaching behaviors

1. The teacher recognizes the vital role that speech plays in the life of the child.

2. The teacher applies what is known about the nature of language about child development and about the social orientation of children to the classroom situation.

3. The teacher recognizes that children differ considerably in the use of oral language.

4. The teacher guides the children to understand the interrelationship of language techniques, speech techniques, and social techniques.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of the nature of language, of child development, and of the social orientation of children in relation to the speech process.

2. Knowledge of the language techniques, speech techniques and social techniques interrelated in the speech process.

3. Knowledge of the role of speech in the area of communication and human relations.

Objective #3

To use basic speech elements (pronunciation, inflection, enunciation) appropriately.

Pupil learning behaviors

1. The child speaks loudly enough to be comfortably heard.

2. The child articulates and enunciates clearly.

3. The child matches rate of speech to the ideas or feelings he is sharing.

4. The child uses gestures spontaneously.

Teaching behaviors

1. The teacher demonstrates in her speech appropriate use of basic speech elements.

2. The teacher locates children who need help in speech because of such things as monotony, careless articulation, lack of volume, etc.

3. The teacher creates speaking situations free from pressures and tensions.

4. The teacher uses techniques to help children to discover the elements of good speech.

5. The teacher uses recording devices from which children can hear and evaluate their own speech progress.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of and skill in using the elements of good speech.

2. Knowledge of and skill in using various techniques for developing good speech.

3. Knowledge of and skill in using various devices whereby the children can diagnose their own speech problems.

4. Skill in recognizing and helping children with speech problems.

Objective #4

To utilize a wide variety of words, word-patterns, gestures, and non-verbal cues in speaking to achieve effectiveness and to elicit listening comprehension.

Pupil learning behaviors

1. The child speaks fluently, and without hesitation.

2. The child varies vocabulary using words appropriate to the situations.

3. The child recognizes the rule of non-verbal responses in the communication process.

4. The child uses gestures effectively.

5. The child controls his expressions, tone of voice, etc. to suit the purpose of the situation.

Teaching behaviors

1. The teacher provides an atmosphere in which pupils can speak comfortably with freedom and openness.

2. The teacher provides an atmosphere in which pupils are valued for their individuality.

3. The teacher guides the pupils in vocabulary development and word sensitivity.

4. The teacher helps him to remain poised and composed even under trying conditions.

5. The teacher helps him to become aware of the role of non-verbal responses in the speaking process.

6. The teacher guides him in becoming aware of his own verbal behavior and helps him to determine the reaction of others to it.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of the interaction process.

2. Knowledge of and skill in using techniques available to help children to become effective speakers.

Objective #5

To identify a central idea or point of view and present information in a logical sequence.

Pupil learning behaviors

1. The child defines his purpose for speaking.
2. The child organizes the content of his speech in terms of purpose.
3. The child selects his vocabulary and structure in terms of his purpose, content, and listener.
4. The child selects relevant information in conveying his message.
5. The child connects his thoughts as he speaks in order to present to his listener a logical whole.
6. The child utilizes listener reaction and feedback to refine (when necessary) the content and format of his message.

Teaching behaviors

1. The teacher helps children to recognize main ideas in speech.
2. The teacher provides situations in which pupils can respond to one another's speech to determine its effectiveness in conveying the desired message.
3. The teacher helps children to organize their own speech around a main idea.
4. The teacher uses any technological materials available (tape recorders, etc.) to help children to evaluate and refine the content and structure of their speech.
5. The teacher demonstrates in his own speech a logical development of thoughts.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of effective speech techniques.
2. Skill in speaking logically and sensibly.

3. Knowledge of and skill in using technological devices available to help children to use language in a logical and organized manner.

4. Sensitivity and appreciation for individuality in speech techniques.

5. Skill in helping children to analyze and evaluate speech content.

Objective #6

To practice politeness and show tact in group situations enabling others to express different ideas.

Pupil learning behaviors

1. The child is sincere and genuine in what he says.

2. The child is sensitive to the needs, likes, interests, and capabilities of his listeners.

3. The child avoids topics and expressions that may hurt his listeners.

4. The child avoids completely monopolizing speaking time and opportunities.

5. The child listens carefully to what others have to say.

6. The child analyzes and weighs contrary opinions in an attempt to reach new conclusions.

7. The child respects the opinions of others even if they are contrary to his own.

Teaching behaviors

1. The teacher shows sincerity in his own speech.

2. The teacher demonstrates an understanding and acceptance of others by being sensitive to their needs, likes, interests, and capabilities.

3. The teacher avoids topics and expressions that may hurt his pupils.

4. The teacher shows respect for and acceptance of his pupils by listening carefully and patiently to what they have to say.

5. The teacher guides pupils to recognize the importance of good human relations in any form of communication.

6. The teacher provides situations and opportunities for pupils to debate and to discuss issues.

7. The teacher helps children to respect the opinions of others even if they are contrary to his own.

8. The teacher helps pupils to analyze and weigh information in an attempt to evaluate the validity of the spoken words and to reach new conclusions where necessary.

9. The teacher helps pupils to understand the many aspects of the interaction process and to utilize them as effectively as he can.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of the importance of human relations in spoken communication.

2. Skill in helping children to become sensitive to the needs, likes, interests, and capabilities of his listeners.

3. Skill in helping children to become open, responsive individuals.

4. Knowledge of the interaction process.

5. Knowledge of (and ability to utilize) the latest findings of behavioral scientists.

Objective #7

To utilize and expand upon the ideas of others when involved in discussion.

Pupil learning behaviors

1. The child actively participates in group discussions.

2. The child shows adequate preparation and demonstrates an understanding of the topic.

3. The child enters into the discussion, willing to learn from others as well as to contribute to the learnings of other participants.

4. The child reacts thoughtfully to differences in opinions, beliefs, and viewpoints.

5. The child utilizes feedback from others to clarify the meaning of his message.

6. The child suspends judgment until evidence points clearly to desirable conclusions or solutions.

7. The child combines the ideas of others with his own to reach new conclusions.

Teaching behaviors

1. The teacher provides situations in which children are involved in open discussion.

2. The teacher helps children to state their ideas clearly and independently.

3. The teacher encourages them to ask pertinent questions.

4. The teacher helps them to avoid repeating points already made.

5. The teacher encourages them to disagree in a friendly manner and to accept, graciously, superior evidence.

6. The teacher helps them to build on the ideas of others in reaching new conclusions.

7. The teacher helps them to be conscious of the "unspoken" (tone of voice, facial expressions, etc.) word or underlying meaning in a group discussion.

8. The teacher alerts children to the importance of atmosphere in a group discussion.

9. The teacher helps children to utilize spoken and unspoken feedback in their communication.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of the techniques of group discussion.

2. Knowledge of the interaction process.

3. Skill in helping children to become sensitive to the needs, interests, and capabilities of others.

4. Knowledge of the work of the behavioral scientists in the area of interaction and communication.

Objective #8

To evaluate personal speaking habits to identify aspects where further practice or training are needed.

Pupil learning behaviors

1. The child uses tape recorders to determine quality of voice.

2. The child engages in discussions and conversations with others and attempts to determine from their feedback aspects of his speech in need of refinement.

3. The child recognizes when he is not communicating to others.

4. The child refines his speech in an attempt to communicate more clearly.

5. The child experiments with new speech techniques that could improve his effectiveness.

Teaching behaviors

1. The teacher provides materials that children can use individually to evaluate the quality of their speech.

2. The teacher provides experiences in which children (together) can evaluate and refine one another's speech behavior.

3. The teacher encourages pupils to experiment with new speech techniques.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of and skill in using materials for speech evaluation.

2. Skill in providing experiences in which pupils can react to one another critically and constructively.

Objective #9

To show poise and confidence in various speaking situations.

Pupil learning behaviors

1. The child is sincere and genuine in what he says.

2. The child is able to put people at ease.

3. The child avoids monopolizing speaking time.

4. The child feels comfortable about his surroundings, about his subject matter, and about himself.

5. The child has a pleasant voice, his sentences are fluent.

6. The child appears natural and self-controlled when he converses, discusses, or reports.

Teaching behaviors

1. The teacher creates classroom conditions which encourages children to become poised persons.

2. The teacher develops a classroom atmosphere in which children can be themselves, and accepts them as individuals with distinctive personalities with all their differences in abilities, backgrounds, and responses to situations.

3. The teacher guides children in evaluating themselves and their performance in various types of oral activities.

4. The teacher avoids setting rigid standards that could frighten or restrict the naturalness of the speaker.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of the interrelationship existing between the nature of language, child development, and social orientation and the speech process.

2. Skill in creating a classroom climate free from pressure and inhibition and fear.

3. Skill in developing learning and speaking situations in which children feel worth as individuals.

4. Skill in helping children accept one another recognizing the importance of what "the other person" has to say.

Objective #10

To adapt speaking style and content to suit both his audience and his purpose for speaking and attend to response feedback in modifying speech behavior and content.

Pupil learning behaviors

1. The child distinguishes between formal and informal language, between conversation and discussion.

2. The child recognizes the role of creative dramatics in the communication process.

3. The child shows sensitivity in determining the needs, interests, and capabilities of his listeners.

4. The child uses vocabulary, suitable to his purpose and audience.

5. The child evaluates his speech and refines it when listener feedback suggests that he is conveying his message.

6. The child recognizes and uses appropriately the techniques of informal conversation, formal group discussion, and creative dramatics.

Teaching behaviors

1. The teacher helps pupils to recognize the reasons for having various types of speech.

2. The teacher guides the pupils in associating certain techniques with certain kinds of situations (informal language to conversational situations).

3. The teacher provides experiences through which pupils can see the need for selecting speech appropriate to both audience and purpose.

4. The teacher provides situations through which pupils can improve their facility in conversation, such as by encouraging children to observe conversations--to deduce from these observations some general rules for effective conversation.

5. The teacher helps pupils to become more effective participants in group discussion situations.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of and skill in using various types of speech: conversation, discussion, creative dramatics.

2. Sensitivity in determining the needs, interests, and capabilities of his listeners.

3. Knowledge of techniques and aids available to help pupils become more effective speakers.

4. Knowledge of the interaction process.

5. Skill in helping pupils to utilize listener feedback to clarify their message.

Objective #11

To choose appropriate word to convey personal and non-personal feelings.

Pupil learning behaviors

1. The child's words convey the appropriate message to the listener.

2. The child's words will match the mood and spirit of what he is saying.

3. The child's words will propel the listener into thinking and feeling with him.

4. The child's words will be so grouped and organized that they will impart intent as well as content, process as well as product, sensibility as well as sense.

Teaching behaviors

1. The teacher chooses appropriate words in his own speech which help the children to appreciate the beauty, the strength, and the power of effective speech.

2. The teacher guides the children in acquiring adequate vocabularies

3. The teacher helps children discover the use of such things as colloquial language, idiomatic expression, and formal and pupular usage.

4. The teacher guides him in gearing his oral language to the occasion or situation in which he finds himself.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of appropriate word usage.

2. Knowledge of various types of language (colloquial, idiomatic, etc

3. Skill in adapting his oral language to the occasion and situation in which he finds himself.

4. Skill in choosing words that are humanly appropriate (considerate of loyalties, backgrounds, feelings, and personalities.)

5. Skill in developing meaningful situations which aid the child in thinking, feeling, and speaking precisely and sensitively.

SPECIFICATION WORKSHEETS FOR

READING BEHAVIORS

Objectives for the Elementary School Reading Program

1. To develop word attack skills leading to independence in reading.

2. To develop the ability to read silently with efficiency and satisfactory speed.

3. To develop the ability to read effectively for differing purposes adapting his rate of reading to specific purposes.

4. To acquire an ever-increasing vocabulary.

5. To be able to read orally with skillful expression.

6. To learn to locate information, select and evaluate a variety of reference materials, and organize information derived from these sources.

7. To understand and interpret the materials read, by thinking critically and creatively about what has been read, by organizing ideas, inferring implicit meanings, evaluating conclusions, and applying ideas to daily life.

8. To develop the attitude that reading is thinking.

9. To provide the motivation for permanent interest in functional and recreational reading.

10. To become familiar with the various literary forms and styles and to develop literary tastes and applications.

11. To acquire and advance an appreciation of the ways in which reading can enrich life, widen experiences, enhance understanding, advance social and personal development, and develop attitudes associated with good character and citizenship.

Objective #1

To develop word attack skills leading to independence in reading.

Pupil learning behaviors

1. The child recognizes specific words by "sight".

2. The child develops the skill of using "configurations" as clues in some "sight" words.

3. The child uses context clues (both revised and verbal) in discovering new words, their use, and meanings.

4. The child uses the phonetic analysis to learn and understand new words.

5. The child uses structural analysis (prefixes, suffixes, root words, parts of compound words, syllables, contractions, and form) to build his vocabulary and comprehension and usage.

Teaching behaviors

1. The teacher provides the selected "sight" words and the necessary repetitions to make it part of the child's reading vocabulary.

2. The teacher uses the various configuration techniques that instill in the child the "look" of a word.

3. The teacher utilizes the pictorial and verbal clues that assist children in learning new words.

4. The teacher develops the phonetic approach to reading as it applies to words that are phonetically reliable.

5. The teacher instructs the class in the structure of language for the purpose of developing new vocabulary and reading comprehension.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. The necessary training in the variety of methods of teaching word recognition (sight, configuration, context clues, phonetic analysis and structural analysis).

2. The knowledge and skills necessary to take a child from dependence to independence in word recognition.

3. The teaching skills necessary to individualize reading and an awareness of the extremely slow and gifted child in reading.

4. Necessary information on new or unusual techniques or developments (initial teaching alphabet, reading games, workbooks, programmed materials, technological media, etc.)

Objective #2

To develop the ability to read silently with efficiency and satisfactory speed.

Pupil learning behaviors

1. The child reads at a rate that is comfortable, yet does not demonstrate an unusual amount of effort.

2. The child reads silently without visually mouthing his words after some experience in reading.

3. The child reads silently because of skill in word recognition, comprehension, and mental recall.

4. The child reads at a more rapid rate silently than he does orally.

5. The child does not use the "crutch" of word pointing and moving the head instead of the eyes.

6. The child develops the proper eye movement techniques of a sweep from left to right and the return sweep.

Teaching behaviors

1. The teacher is aware of individual reading habits, and endeavors to correct bad habits individually as they occur.

2. The teacher encourages pupils to read silently with proper checks for comprehension and speed.

3. The teacher is familiar with the various reading habits of the children and develops techniques to correct those habits that retard good silent reading.

4. The teacher provides challenging and adequate materials for silent reading.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. A broad background in understanding pupil reading problems and their recommended correction techniques.

2. An understanding of silent reading teaching techniques and a list of the materials to use.

3. Instruction and experience in the methods of teaching silent reading.

4. Experience with the Ophthalmograph and the understanding of "sweep", "fixation", "regression", and "return sweep" as they relate to reading.

Objective #3

To develop the ability to read effectively for differing purposes, adapting his rate of reading to specific purposes.

Pupil learning behaviors

1. The child develops the ability to vary his rate of speed of reading.

2. The child is aware of the need to read at differing rates of speed and knows why and when he does this.

3. The child has proficiency in word recognition and comprehension sufficient for efficient and effective reading.

4. The child is developing his capabilities of skimming, scanning, and locating.

5. The child adjusts his reading to the need for comprehension and recall.

Teaching behaviors

1. The teacher discusses with the class:

   a. That there is no best rate of reading.

   b. That rate of reading should be adjusted to comprehension requirements.

   c. That reading should be adjusted to the ability of the reader the difficulty of the material, and the purpose for reading it.

2. The teacher provides exercises in reading that omit certain words (non-essential) to demonstrate that the meanings can be secured without them.

3. The teacher provides practice in skimming and scanning.

4. The teacher encourages the slow reader to read easier material to develop speed.

5. The teacher recognizes and individualizes reading programs.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Understandings in reading rates.

2. Methods and techniques of changing rates of reading.

3. Training in dealing with specific reading rate problems.

4. Knowledge and experience in equipment and materials available to teach and improve reading rates.

Objective #4

To acquire an ever-increasing vocabulary.

Pupil learning behaviors

1. The child builds on his current vocabulary by adding new words through phonetic and structural analysis.

2. The child adds to his vocabulary by learning new sight words and use of context and configuration clues.

3. The child seeks new words and is curious about their meaning and use.

Teaching behaviors

1. The teacher provides opportunities for the child to use the picture dictionaries and exercises in configuration.

2. The teacher provides drill in phonetic and structural analysis.

3. The teacher exudes enthusiasm for reading and discovery of new words and their meanings.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. The training and knowledge necessary to teach children by the various methods (configuration, context, phonetics, and structural analysis, etc.).

2. An enthusiasm for teaching reading to children and the ability to recognize reading problems and individualize reading programs.

Objective #5

To be able to read orally with skillful expression.

Pupil learning behaviors

1. The child comprehends what is written and reads interpretively to the audience.

2. The child pronounces words correctly and enunciates clearly.

3. The child uses his voice effectively showing variations in tone, pitch, force, and rate.

4. The child demonstrates his social adaptation when reading aloud.

5. The child is sensitive to the audience and tries to make his reading more enjoyable to them.

Teaching behaviors

1. The teacher reads to the class frequently, demonstrating the skill that she hopes to develop in the child.

2. The teacher provides audience situations for the child to read to.

3. The teacher invents situations to practice choral reading.

4. The teacher utilizes the tape recorder allowing students to tape their reading for self-analysis.

5. The teacher stages plays, poems, episodes, etc. in which the child can read a part in character.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Vicarious and actual experience in stimulating and analyzing children's oral reading skills.

2. Knowledge of the necessary skills for the child to develop in oral reading.

3. Knowledge of the various materials and equipment available in developing oral reading proficiency.

4. A knowledge of the social impact, emotional appreciation, and satisfying results of oral reading.

Objective #6

To learn to locate information, select and evaluate a variety of reference materials, and organize information derived from these sources.

Pupil learning behaviors

1. The child demonstrates his proficiency in locating materials in non-reference books by use of the title page, copyright page, introduction, table of contents, and the index.

2. The child demonstrates how to use the dictionary by locating words and defining them, and using diacritical marks to pronounce them, using phonetic respellings, and using knowledge of the various types of information in the first and last parts of the dictionary.

3. The child utilizes the encyclopedias according to their specific method of organization and knows how to seek additional reference material from the main entry.

4. The child locates materials in the library through card catalogues, arrangement of books on the shelf, and the placement of magazines in the library.

Teaching behaviors

1. The teacher provides situations and stimulation to encourage the child to seek information from many sources.

2. The teacher provides time and audiences for the child to relate their findings in research activities.

3. The teacher arranges frequent opportunity and training in the use of the library.

4. The teacher directs lessons around research techniques and sources of information.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Experience and training in research methods and techniques.

2. Sources of information even through computerized dial-access systems and programmed materials.

3. Training in library organization and structure of encyclopedias, dictionaries, etc.

4. Methods for stimulating research learnings for children.

Objective #7

To understand and interpret the materials read, by thinking critically and creatively about what has been read, by organizing ideas, inferring implicit meanings, evaluating conclusions, and applying ideas to daily life.

Pupil learning behaviors

1. The child reads for main ideas.

2. The child reads for selecting pertinent details.

3. The child reads for conclusions and to interpret and relate these to other problems.

4. The child organizes what he has read by arranging in a functional sequence, relating details pertinent to the main ideas, outlining the material, taking notes, and summarizing.

5. The child exhibits the ability to critically evaluate what he has read by distinguishing between fact and opinion, examining qualifications of the authors, checking accuracy of statements, noting "up-to-dateness" of the material, and trying to discern the bias and attitude of the writer.

Teaching behaviors

1. The teacher asks for the child to analyze the readings for main ideas, pertinent details, conclusions and student interpretation and evaluation.

2. The teacher designs activities that require outlining.

3. The teacher leads the child in critically evaluating the material and the author.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Meaningful training and experiences in analyzing, summarizing and evaluating reading materials.

2. Opportunities to creatively design and experiment with original material.

3. Worthwhile criteria by which to make judgments of worth and validity of reading materials.

Objective #8

To develop the attitude that reading is thinking.

Pupil learning behaviors

1. The child demonstrates that reading is thinking, by remembering specific information from a reading.

2. The child further demonstrates the ability to decide what should be remembered.

3. The child determines the methods of remembering (notes, outlines, summaries) and the amount of each.

4. The child relates his reading skills to all the content areas by applying the ability to remember, formulate a purpose, and decide upon methods of remembering.

Teaching behaviors

1. The teacher asks the child to recall specific facts, conclusions, pertinent details, main ideas, etc.

2. The teacher requires the pupil to apply the reading skills to all content areas.

3. The teacher seeks opportunities for the child to summarize, evaluate, and criticize the reading materials.

4. The teacher creates problems that require the child to apply the remembered points from reading.

Suggested specifications for a teacher education program

A teacher training program will provide the student with:

1. A design for developing skills in remembering and thinking.

2. Training in relating the reading skills to the content areas.

Objective #9

To provide the motivation for permanent interest in functional and recreational reading.

Pupil learning behaviors

1. The child seeks to have the teacher and the child himself read from various forms of literature (poetry, stories, trade books, plays, etc.)

2. The child seeks out specific forms of reading or specific writers.

3. The child demonstrates a love of books by his care of books, desire to know their contents, and efforts to create written material.

Teaching behaviors

1. The teacher stimulates the love of reading by demonstrating this love of reading in her attitudes.

2. The teacher provides worthy reading materials and encourages selective reading by the child.

3. The teacher at all times, endeavors to make reading a pleasure.

4. The teacher provides opportunities for creative reading and enhances each reading opportunity by stimulation and physical attractiveness.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. A thorough knowledge of criteria for selective reading and formal training in the literature of the good and the great readings for children.

Objective #10

To become familiar with the various literary forms and styles and to develop literary tastes and appreciations.

Pupil learning behaviors

1. The child exhibits the different structural forms and elements of literature in his writing.

2. The child demonstrates his knowledge of literary analysis by relating questions of form, rhetoric and comprehension to the written article.

3. The child is able to name specific works and authors as being emminent and their contribution to literary history.

4. The child is knowledgeable as to the style and form of specific authors.

Teaching behaviors

1. The teacher presents authors, styles, and forms of writing as relating to one another.

2. The teacher encourages the study of the historical development of literature, literary style and literary form.

3. The teacher informs the child as to how to write and create in specific styles and forms to enhance learning of these styles and forms.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. A fully developed study in the history, style, and forms of literary giants.

Objective #11

To acquire and advance an appreciation of the ways in which reading can enrich life, widen experiences, enhance understanding, advance social and personal development, and develop attitudes associated with good character and citizenship.

Pupil learning behaviors

1. The child seeks to read widely and in ever-selective circles, that which is worthy.

2. The child demonstrates through his social behavior the results of reading.

3. The child exhibits expanding vocabulary, knowledge, and personal development as a result of wide reading.

4. The child becomes more socially, politically, and educationally mature as a result of reading.

Teaching behaviors

1. The teacher provides the incentive, the impetus, and the materials to stimulate reading growth.

2. The teacher observes and encourages reading maturity.

3. The teacher provides classroom environment and opportunities to read and to utilize reading gains.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. The training, knowledge, and skills to direct a literary refinement program.

SPECIFICATION WORKSHEETS FOR

LANGUAGE COMPOSITION BEHAVIORS

Objectives for the Elementary School

Language Composition Program

1. To draw upon himself and his world for the content of his writing.

2. To use in his writing a continuously expanding, expressive vocabulary.

3. To use the appropriate conventions associated with the writing act, such as spelling, punctuation, etc.

4. To organize, evaluate, and revise his writing.

5. To use easily and flexibly the structure of the English Language (sentence structure, paragraph development, etc.) in the process of writing and revising.

6. To show independence by solving writing problems using his own resources.

7. To accept the responsibility of writing in keeping with his role in society.

8. To distinguish and use different writing forms such as letters, essays, poetry.

9. To select writing style and form in terms of audience and purpose.

10. To use language in novel ways to achieve special effects.

Objective #1

To draw upon himself and his world for the content of his writing.

Pupil learning behaviors

1. The child engages in a rich variety of experiences (direct, vicarious and imaginative) and expresses in his writing his response to them.

2. The child includes in his writing factual knowledge about specific elements of his environment and attributes of himself.

3. The child seeks appropriate opportunities to share his experiences in writing.

Teaching behaviors

1. The teacher plans situations where the child observes his environment, himself, and his relations with others.

2. The teacher provides stimuli for writing activities.

3. The teacher encourages him to draw upon his direct and vicarious experiences to create new experiences and to express them in writing.

4. The teacher encourages children to question, to seek answers, to ponder, to weigh evidence, and to test meanings in action.

5. The teacher provides opportunities for aesthetic experiences that can release the creative abilities of children.

6. The teacher guides children in organizing and expressing their thoughts.

7. The teacher encourages individuality.

8. The teacher evaluates children in accord with their ability and mastery.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of the values of individual expression.

2. Knowledge of and skill in the means by which thoughts can be converted to written expression.

3. Skill in creating functional classroom experiences that lead children to think reflectively and to write effectively.

4. Skill in utilizing activities in which children can be themselves and reveal themselves to others.

5. Knowledge of and skill in using a pool of techniques to guide the child in self-expression.

6. Knowledge of and skill in using the technological aids available to provide both experiences for the child and to assist him in his learning.

7. Knowledge of and skill in determining the child's achievement of objectives.

Objective #2

To use in his writing a continuously expanding, expressive vocabulary.

Pupil learning behaviors

1. The child uses in the process of writing all approaches to the study of words as appropriate to the writing problem.

2. The child recognizes the dictionary as a tool for verification of precise meaning and uses it when necessary.

3. The child recognizes the difference between literal and figurative language and uses both effectively.

4. The child experiments in his writing with words and combinations of words.

5. The child uses words that are vivid and precise.

6. The child shows evidence of an expanding vocabulary as he grows in age and ability.

Teaching behaviors

1. The teacher guides children in discovering the role of words in written communications.

2. The teacher helps him to differentiate between effective and ineffective word usage.

3. The teacher encourages him to select vivid and precise words to convey his messages.

4. The teacher helps the child to choose words in terms of his audience and purpose for writing.

5. The teacher shows him various figures of speech (metaphor, simile, etc.) that when used appropriately can add vividness to his writing.

6. The teacher helps him to use reference books, the dictionary, the thesaurus, etc. in his search for precision in expression.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of words and various types of word usage.

2. Knowledge of and skill in using techniques that can help children to develop their vocabularies while seeing the importance of precise word usage.

3. Knowledge of and skill in using various aids that can help children to develop continuously expanding vocabularies.

Objective #3

To use the appropriate conventions associated with the writing act, such as spelling, punctuation, etc.

Pupil learning behaviors

1. The child recognizes that conventional written forms are often essential to the communication process.

2. The child forms letters in manuscript and cursive writing in conventional ways.

3. The child spells, punctuates, and capitalizes in agreement with accepted forms.

4. The child follows standard procedures in form, margins, letters, etc.

5. The child deviates from conventions deliberately for specific effects.

Teaching behaviors

1. The teacher discusses with children the reason for conventions in writing (or any form of communication).

2. The teacher uses samples to show children what would happen without standard forms.

3. The teacher helps him to form written letters and to diagnose on his own areas needing improvement.

4. The teacher guides him in learning and applying the rules of punctuation, spelling, and capitalization.

5. The teacher uses any materials available to help the child in learning.

6. The teacher prepares experiences through which he can determine the children's mastery of the objective.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of children and the ways in which they learn.

2. Understanding of the reasons for conventions in writing.

3. Knowledge of the rules and the applications of the principles of punctuation, spelling, and capitalization.

4. Knowledge of the best techniques for teaching spelling, punctuation, etc.

5. An awareness of aids available to assist her in teaching spelling, punctuation, etc.

6. Knowledge of test development and how to determine child's achievement of objectives.

Objective #4

To organize, evaluate, and revise his writing.

Pupil learning behaviors

1. The child recognizes the importance of a central idea.

2. The child develops his topic around this central idea.

3. The child concentrates on developing his written work in terms of a "beginning", "middle", and "end".

4. The child reviews his work to determine whether his topic has been thoroughly developed logically and with both clarity and continuity.

5. The child looks for smoothness and sensibility in his writing.

6. The child checks his work for proper grammar, punctuation, sentence variety, etc.

7. The child revises his work where necessary.

Teaching behaviors

1. The teacher helps children to determine the main idea in written compositions.

2. The teacher helps him to see the various ways in which the central idea can be expanded and developed within the body of a composition.

3. The teacher guides him in organizing his thoughts in a logical fashion.

4. The teacher reviews with him his own written work and aids him in recognizing areas needing improvement.

5. The teacher makes suggestions to individual pupils through which they can improve their writing skills.

6. The teacher evaluates the pupil's performance according to his level of achievement and according to his ability.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of sentence, paragraph, and composition structure.

2. Skill in critically reading a composition and making suggestions for improvement.

3. Skill in utilizing editorial techniques.

4. Knowledge of aids available to help children to become better writers.

5. Knowledge of and skill in evaluating a pupil's performance (for purposes of improvement) in light of his achievement commensurate with ability.

Objective #5

To use easily and flexibly the structure of the English language (sentence structure, paragraph development, etc.) in the process of writing and revising.

Pupil learning behaviors

1. The child uses the various structural patterns of the English sentence (simple, compound, etc.).

2. The child varies his writing by experimenting with the structural components of the English sentence.

3. The child develops connected discourse through the use of sentence structures suitable for the expression of the thought content.

4. The child uses transitional devices to express relationships among ideas in connected discourse.

5. The child develops paragraphs and compositions concentrating on the logical development of thoughts.

6. The child manipulates with ease the structure of the language in the way most appropriate to the development of a specific thought.

Teaching behaviors

1. The teacher guides the children to an understanding of the structural components of the English language.

2. The teacher helps pupils to manipulate the structure of the language with ease to meet their individual purposes.

3. The teacher works individually with pupils to guide them in improving written work by varying sentence structure, paragraph structure, and by recognizing transitional devices and smoothness in writing.

4. The teacher provides models of effective writing.

5. The teacher creates situations in which pupils can work together to write and revise their writing.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of and skill in manipulating the structure of the language.

2. Knowledge of editorial techniques necessary to critically read and respond to written works.

3. Knowledge of ways in which the structural components of the language can be used both efficiently and effectively.

4. Knowledge of techniques available to help children to write with competence and ease.

Objective #6

To show independence by solving writing problems using his own resources.

Pupil learning behaviors

1. The child writes spontaneously when written communication is appropriate, desirable, or essential.

2. The child shows evidence of spelling, capitalizing, punctuating on his own without need for teacher suggestion or reinforcement.

3. The child uses, independently, resource materials (dictionary, thesaurus, etc.) when necessary.

4. The child shows evidence of revising and refining in preparing his written work.

5. The child uses written language to order content: to formulate ideas, to state hypotheses, to present data, and to draw conclusions.

6. The child uses with integrity, fact and opinions from various sources as they serve his purposes for writing.

Teaching behaviors

1. The teacher helps children to see the need for and the role of written communication.

2. The teacher guides children to recognize and correct their mistakes in writing.

3. The teacher provides children with knowledge of resource and reference materials (dictionary, etc.) needed to write independently.

4. The teacher guides children in locating resource and reference materials.

5. The teacher helps children to view writing as a means of ordering knowledge.

6. The teacher utilizes aids available to help children to reach an independent level in writing.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of resource and reference materials helpful in the writing process.

2. Knowledge of and skill in applying editorial techniques for writing improvement.

3. Knowledge of and skill in utilizing aids that can help children to become independent writers.

4. Knowledge of and skill in the role of writing in the development of ideas.

5. Knowledge of and skill in using writing to combine the ideas of others with those of the writer.

Objective #7

To accept the responsibility of writing in keeping with his role in society.

Pupil learning behaviors

1. The child recognizes the variations in language used by different groups and individuals and uses this knowledge to improve the effectiveness of his written communication.

2. The child recognizes the interdependence of language, thought, and human action in his own experiences and those of others different in place and time.

3. The child views himself (and his knowledge) as an important aspect of society and utilizes his writing skills where necessary to act in this role.

Teaching behaviors

1. The teacher helps pupils to acquire a knowledge of variations in language usage while helping him to accept and value these differences.

2. The teacher aids the pupil in perceiving the role of the written word in society today.

3. The teacher guides the child in seeing the relationship existing between the written word and the direction of society.

4. The teacher aids the child in the development of an adequate self-concept so that he feels worthy to become an active participant in his social world.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of the variations in language usage and the reasons for their existence.

2. Knowledge of the importance of, and the means toward, effective communication and human relations through the written word.

3. Knowledge of the work of behavioral scientists in the areas of sensitivity to individual differences and its relation to the development of an adequate self-concept.

Objective #8

To distinguish and use different writing forms such as letters, essays, poetry.

Pupil Learning behaviors

1. The child recognizes that there are various forms of written expression: letter, essay, novel, poem, etc.

2. The child understands the "unique" aspects of the various forms of written expression.

3. The child recognizes that the same message can be expressed effectively through a variety of forms.

4. The child chooses the form of written expression most appropriate to the conveying of his particular message for his particular purpose.

Teaching behaviors

1. The teacher provides the children with experiences with various written forms.

2. The teacher helps them to differentiate between various writing forms and styles.

3. The teacher helps him to recognize and to use that form which is most suitable for conveying a particular message.

4. The teacher helps him to recognize the relationship existing between the media and the message.

5. The teacher compares and determines the effectiveness of the same message as it is conveyed through various forms.

6. The teacher helps him to develop skill in conveying messages through various forms.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of and skill in using different writing forms such as letters, essays, poetry.

2. Knowledge of the unique aspects of the various forms of written expression.

3. Knowledge of the role of media in the communication of a message.

4. Skill in recognizing and developing pupil talents in various writing forms.

Objective #9

To select writing style and form in terms of audience and purpose.

Pupil learning behaviors

1. The child distinguishes between formal and informal language.

2. The child recognizes and uses the different forms of written materials: letters, essays, poetry, novel, etc.

3. The child recognizes the role of and the need for conventional styles and forms.

4. The child recognizes that situations occur in which departure from convention in form and style can be effective.

5. The child selects form, style, and vocabulary in terms of purpose, content, and potential reader.

6. The child experiments with new forms and style suited to his audience and purpose.

7. The child evaluates his writing to determine its relation to audience and purpose.

Teaching behaviors

1. The teacher helps the pupil to recognize the reasons for having various forms and styles.

2. The teacher helps the pupil to distinguish between various forms and styles.

3. The teacher provides examples through which the pupil can see the need for selecting written styles and forms in accord with audience and purpose.

4. The teacher guides the pupil in using the various forms and styles of written expression.

5. The teacher helps him individually to select appropriate forms and vocabulary structure in relation to both audience and purpose.

6. The teacher helps the child to realize that although conventions are important in written communication, there are times when a departure from tradition can be even more effective.

7. The teacher provides situations in which the pupil can experiment with new forms and styles of writing.

8. The teacher gives children individual help in evaluating their work to determine its relation to audience and purpose.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of the various styles and forms of written communication.

2. Knowledge of and sensitivity to people and their individual reactions to situations.

3. Skill in adapting written works to audience and purpose.

4. Knowledge of and skill in using techniques available to help pupils learn and use the various forms of written experiences.

5. Skill in recognizing the role of and the need for experimenting with new forms and styles.

6. Skill in selecting experiences in which pupils can experiment with new forms.

7. Skill in helping pupils to evaluate their written work.

Objective #10

To use language in novel ways to achieve special effects.

Pupil learning behaviors

1. The child recognizes the role of form and style in written communication.

2. The child recognizes and uses conventional forms and styles of writing.

3. The child evaluates the written work to determine its effectiveness in communicating its messages.

4. The child experiments with new forms and styles for increasing the effectiveness of his written expression.

5. The child deviates from conventions deliberately for specific effects in his writing.

Teaching behaviors

1. The teacher helps the child to recognize the role of form and style in communication - the relation between media and message.

2. The teacher encourages pupils to deviate from conventions for specific effects.

3. The teacher provides situations in which children can experiment with new forms and styles.

4. The teacher helps pupils to see and appreciate the value of individual expression.

5. The teacher guides children in analyzing their work to determine the effectiveness of (or need for) special effects.

Suggested specifications for a teacher education program

A teacher education program will provide the student with:

1. Knowledge of the role of form and style in written expression.

2. Knowledge of and appreciation for novelty and individuality in expression.

3. Skill in providing situations which encourage pupils to experiment with and manipulate language form and structure.

4. Skill in helping pupils to evaluate their work to determine the worth of novelty in specific situations.

References*

Johnson, C. E., Shearron, G. F., & Stauffer, A. J. Final Report: Georgia educational model specifications for the preparation of elementary teachers. Washington, D. C.: Bur. Res., OE, US Dept. HEW, Project No. 8-9024, Contract No. OEC-0-089024-3311 (010), Oct., 1968.

Specification worksheets for elementary school instructional program. GEM Bulletin 68-13. August, 1968.

Specification worksheets for elementary school learning program. GEM Bulletin 68-14. August, 1968.

Specification worksheets for principles of organization. GEM Bulletin 68-15. August, 1968

Specification worksheets for teaching principles. GEM Bulletin 68-16. August, 1968.

Specification worksheets for elementary school affective program. GEM Bulletin 68-17. August, 1968.

Specification worksheets for elementary school art education. GEM Bulletin 68-18. August, 1968.

Specification worksheets for elementary cognitive processes program. GEM Bulletin 68-19. August, 1968.

Specification worksheets for elementary school health, physical education, and safety program. GEM Bulletin 68-20. August, 1968.

Specification worksheets for elementary school language arts--composition program. GEM Bulletin 68-21. August, 1968.

Specification worksheets for elementary school language arts--listening program. GEM Bulletin 68-22. August, 1968.

Specification worksheets for elementary school language arts--speaking program. GEM Bulletin 68-23. August, 1968.

*All listed bulletins are unpublished mimeographed working papers prepared in 1968 by the GEM project staff at the College of Education, University of Georgia, Athens.

References continued

Specification worksheets for elementary school math education program. GEM Bulletin 68-24. August, 1968.

Specification worksheets for media center. GEM Bulletin 68-25. August, 1968.

Specification worksheets for elementary school music education. GEM Bulletin 68-26. August, 1968.

Specification worksheets for elementary school reading program. GEM Bulletin 68-27. August, 1968.

Specification worksheets for elementary school science program. GEM Bulletin 68-28. August, 1968.

Specification worksheets for elementary school social studies program. GEM Bulletin 68-29. August, 1968.